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High School Libraries in Illinois





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**HIGH SCHOOL LIBRARIES IN ILLINOIS**

**BY**

**FORREST GLENN EDWARDS**

**A. B. Lombard College, 1907**

**THESIS**

**SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS IN EDUCATION  
IN THE GRADUATE SCHOOL OF THE  
UNIVERSITY OF ILLINOIS**

**1922**

**URBANA, ILLINOIS**



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1871



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The author would be lacking in even the elements of common courtesy if he failed to express his appreciation to all those who have aided him in this work. Most of the work on this thesis was done under the supervision of the late Dr. C. H. Johnston. Many valuable suggestions have been received from Mr. P. L. Windsor, Director of the Library School of the University of Illinois, and his staff. The author also feels indebted indeed to Dr. C. E. Chadsey, Dean of the College of Education, University of Illinois, without whose kindly counsel this thesis could not have been finished.

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## PREFACE

The basal idea of this thesis is three-fold. It is attempted to show first, actual conditions in the high school libraries of Illinois; second, with actual conditions as a basis, to offer suggestions for improving the high school library situation; and third, an attempt is made to aid in this improvement by compiling a reliable book list. The preparation of the book list was the major problem of this investigation.

For this compilation, all the procurable state lists issued by state departments of education specifically for high school libraries were used. State manuals generally represent lists compiled from standard sources, such as the A.L.A. lists, lists issued by the federal Bureau of Education, etc. Also every state list has been revised and checked by the teachers of that state, so that these lists represent not only the opinions of professional librarians but also of actual high school teachers as to what books are found most useful in their school work. It should be noted that the book list given in Part Three includes only books mentioned in at least two state manuals.

The second part of this thesis is based on what was considered the most significant conditions revealed by the questionnaire summarized in Part One. Most of the suggestions offered are not original, but were collected from sources mentioned in the bibliography.





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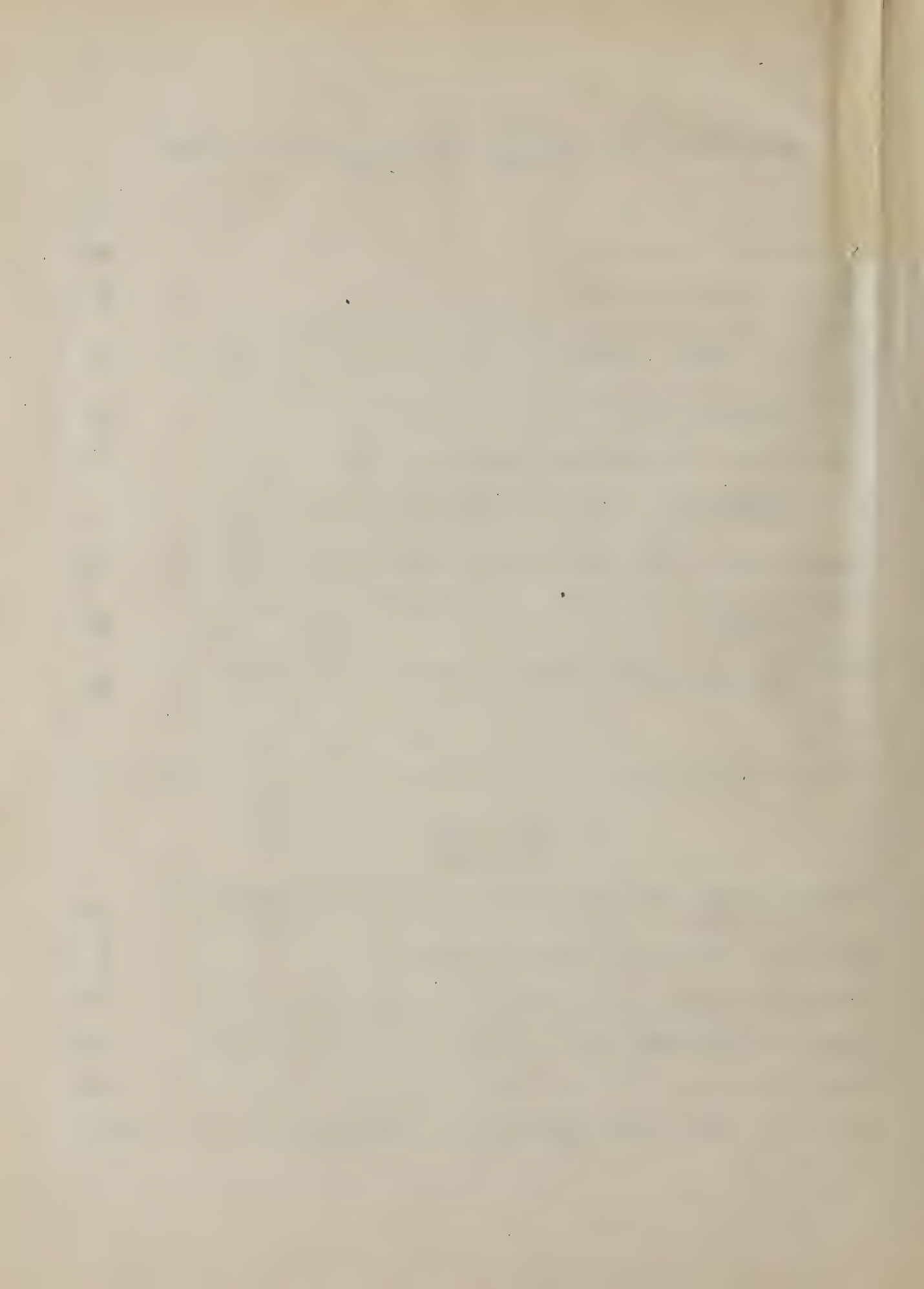
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HIGH SCHOOL LIBRARIES  
IN  
ILLINOIS





PART I

SUMMARY OF A QUESTIONNAIRE SENT TO ILLINOIS HIGH  
SCHOOLS ON THE HIGH SCHOOL LIBRARY





## AIM

The aim of Part I is to show exact practices in the high school libraries of Illinois. To secure this data a questionnaire was sent out by the Department of Education of the University of Illinois to 400 high schools of the state, during the latter part of the year 1918. A blank copy of the questionnaire is inserted at the end of this paragraph. When the replies were all in, it was found that about 80% of the entire number of four-year high schools in the state had reported. In tabulating this material, after a preliminary survey it seemed wise to separate the schools into four groups.

## COPY OF QUESTIONNAIRE

What is the enrollment of your school?  
 How many books does your high school library contain?  
 Number of separate titles?  
 What appropriations are made for the library each year?  
 By whom?  
 How many volumes added to the library during the current year?  
 How many by purchase? By donation?  
 How are new books for the high school library selected?  
 From what source are they selected?  
 What time does the library open in the morning?  
 What time does it close?  
 How long does the library remain open continuously?  
 What professional training in library work has your librarian had?  
 Academic training?  
 Does the librarian consider her salary paid for library work only? How many hours does the librarian spend in the library each day? How many hours does the librarian spend in teaching and what does she teach?  
 Number of library assistants? Students? Teachers?  
 Number of hours of time given by each?  
 Nature of the duties of the assistants?  
 Is the library in a separate room?  
 If not, where is it housed?  
 Dimensions of the library room?  
 Seating capacity?  
 What equipment has the library room? Has it tables? Chairs? Pictures? Bulletin boards? School trophies? Statuary? Exhibits of school work? Potted plants? Rare or illustrated books?





Number of magazines subscribed for?  
 Are they bound for future use?  
 Number of federal bulletins received?  
 Are they bound for future use?  
 Do you favor the open shelf or closed shelf arrangement?  
 What other things not enumerated above does the library have?  
 Is the library used by the grammar school pupils?  
 By the community?  
 Are records and reports of circulation kept? Borrower's  
 cards issued? Average daily attendance in the library?  
 Has the library a printed book list?  
 What department makes the most use of the library? (English,  
 History, Agriculture, etc.) How do they use it?  
 Do pupils get special credit for work done in the library  
 under these teachers?  
 Do the vocational departments such as the Domestic Science  
 and Manual Training use the library? How?  
 What vocational guidance is being done thru the library?  
 Who has charge of your vocational guidance work?  
 Have you a collection of college catalogs?  
 How is this collection used?  
 Are lessons given in the use of the library? To classes?  
 To individuals?  
 Are such lessons allowed extra credit?  
 Is instruction given in the choice of reading matter for  
 pleasure and recreation? By whom?  
 Any cooperation between the library and the social activities  
 of the school, such as reading clubs, parent-teacher  
 associations, debating clubs, etc.?  
 Is there a public library in this district?  
 Cooperation between the public library and the school?  
 Specify how?  
 Is the public library used more than the high school  
 library?  
 In what respect?

#### METHODS USED IN TABULATING THIS MATERIAL

The grouping referred to in the previous paragraph was based  
 on the following reasons. A preliminary survey of the material  
 received indicated that on the whole, schools of from 1700 pupils  
 to 2500 pupils were following about the same practices. This is  
 Group IV. Again, there seemed to be a similarity in answers to  
 the questionnaire in schools of from 800 to 1100 pupils. This is  
 Group III in this investigation. For the same reason schools  
 enrolling from 340 to 110 pupils were isolated in Group II, and  
 schools less than 110 were placed in Group I.





There is also a second reason for this grouping. To have replies from 88% of all of the high schools in the state which could be placed in Group IV, and 64% of all of the high schools in the state which could be classed in Group III. It is manifestly just to assume, therefore, that tabulations from Groups III and IV represent actual conditions in all the high schools in the state of from 240 to 1700 pupils. The situation is quite different when we come to the next two groups. In Group II we have replies from but 36% of all the schools in the state of from 240 to 110 pupils. In the last group (all schools having less than 110 pupils) we have replies from only 21% of the schools. As a matter of fact, as far as number of schools is concerned this is the largest class of high schools in the state. There are more schools in Group I than in all the other divisions combined. However, as to total number of pupils enrolled, out of the 61,166 pupils in all the schools we have considered, five-sixths of them are in schools of 240 or over. It seems, therefore, that the data from these questionnaires are more reliable divided, rather than considered as a whole.

#### CRITICISM OF THE METHODS USED

It must be admitted at the outset that the evidence we have on the last two groups of our investigation, namely, Group II, with 240 to 110 pupils enrolled, and Group I, with 110 to 30 pupils enrolled, represents only 36% and 21% respectively of the total number of schools of like enrollment in Illinois. If the 21% and 36% are representative, our data would of course be reliable. There is no way to know for a certainty that this is true.

As it was not possible to visit every high school in the state,





the questionnaire method was the only one available for collecting data on the situation. In tabulating results, all answers which were not clear were omitted. But even then, no matter how carefully the questionnaire was worded, different individuals read different meanings into the question. Wherever the questionnaire method is used it is almost impossible to eliminate "guesses". Suppose, for instance, a school official reports 1500 volumes in the library, very frequently this is merely a guess and therefore inaccurate. The answers, as a rule, to this questionnaire were somewhat too general to be exactly accurate.

Again, our investigation deals only with present practices, and not with direction of growth or retardation. Any information concerning this would certainly be significant. But to know this, it would be necessary to know the history of the school library and the plans, or the absence of plans, for the future of the library. It would not be impossible to collect information on this phase of the high school library situation by the questionnaire method, supplemented by visitation, and it is very necessary that it should be done.

#### MEASURES USED

Whenever sufficient replies were given for tabulation, an average, a median, and the least range which would include the majority of schools in a group are given. To illustrate, the summary of answers to the question "How many volumes does the school library contain" states that 18% range from 1000 to 2000 volumes, and 70% range from 500 to 2500 volumes. An examination of Table I will show that 84% of the schools could be selected such that the





range, in place of being between 1000 and 3000 books would have been much larger, - say from 500 to 5000 books. But then our range would largely lose its significance by allowing too much weight to extreme practices. The upper and lower limits of our range are always made as nearly equal as possible, and include, at the same time, a majority of schools in the group. The exact percentage of the total number of usable replies is given in most cases. It is a very much more significant thing to know that 50% of the schools considered in Group IV have between 1000 and 3000 volumes in the high school library, and 75% between 500 and 3500, than to know the average for the entire group is 1752, though both median and average are needed to get a clear picture of the situation.

#### GROUP IV 580 to 2600 PUPILS ENROLLED

NUMBER OF REPORTS USED - AVERAGE ENROLLMENT- NUMBER OF BOOKS IN THE LIBRARY - AND YEARLY ADDITIONS: In all, twenty-three reports are considered and tabulated in this group. Of course each report does not answer each question listed in the questionnaire in such a way that there were twenty-three usable replies to each question. The average enrollment in schools of this class is 1527 pupils. The libraries vary in size from 1800 to 4040 volumes, or averaging 3107 volumes per school. From 3000 to 4000 volumes would include the majority. Approximately one-tenth of the total number of books the library contains are added as new books each year, not including thirty or forty books donated to each school library by outside agencies. One high school librarian states that the outside agencies are - in that particular school at least - companies who sell textbooks for examination.



**APPROPRIATIONS FOR THE LIBRARY:** Appropriations specifically for the high school library are made by the Board of Education for every school in this division, varying in amount from ten cents to twenty-eight cents per pupil per year. The average is about twenty-one cents.

**SELECTION OF BOOKS:** Regarding the all-important question of the selection of books, the questionnaires show it to be generally a joint affair. First the teachers select the books needed, as a rule from lists approved by the Chicago Board of Education. Then the books so selected are passed on to the principal and to the school librarian for approval. Finally the revised lists are sent to the textbook committee of the Board of Education, who let the contract for supplying books. One high school principal in Chicago states that the list is often scaled down a good deal by the Board of Education. In several instances the high school libraries are branches of the public library, and when that is the case, the books for the high school library are selected largely by the public library officials. If so, generally the high school librarian who is in charge of the high school library makes the selection, subject to the approval of the central library. Twelve schools state that the finding lists of the Chicago Board of Education are the sources from which most of the books for the high school library are selected. This is not compulsory; the teachers and principals are free to select books from whatever lists they please. In schools of this class the writer did not find a single instance of "no list used" reported. Other sources for the selection of books are (1) the list of books issued by the federal Bureau of Education for high school libraries, (2) the A.L.A. lists,





(3) the Wisconsin state lists, (4) lists of specialists, (5) book reviews and (6) Miss Kroeger's list, and A.S.A. publications.

THE LENGTH OF TIME THE LIBRARY REMAINS OPEN: The library is open as early as eight o'clock and remains open during the entire day, sometimes as late as five in the afternoon. The minimum is six and one-half hours, the maximum nine, and the average seven hours, forty minutes.

PROFESSIONAL AND ACADEMIC TRAINING OF LIBRARIANS: Among the librarians mentioned in this group, 3 (50%) have an A.B. degree or better, 3 (18%) are graduates of convents or academies but not of colleges; 4 (19%) have attended colleges or universities but do not list themselves as graduates. Two have a high school education only. As to professional training, 2 (37%) have none whatever in a regular library school; two are graduates of public library training classes, and two are graduates of recognized library schools. Five (27%) have attended library schools from "a course" to "a year"; 3 (18%) have had private tutoring under the direction of some large library, like the Chicago public library. In lieu of professional training 4 (19%) report experience in public libraries, ranging from one to thirty years. Not a single one of these schools who report a library follow the policy of allowing the library to take care of itself, nor place it wholly in charge of teacher or pupil assistants. A librarian is employed for this purpose. Sometimes the librarian teaches a class or two, but the largest share of her time is spent in the administration of the library, as the following data will show. (Compare these statements with conditions found in Group I and II.)





**SUBJECTS TAUGHT BY THE LIBRARIAN:** As the librarian spends an average of five hours and ten minutes in the library per day she has little time for teaching. In fact, the library demands more than an hour a day outside of school hours. In eleven schools (60%) out of the nineteen reports which were usable, the librarian does no teaching whatever. If she does teach, it is not more than one-half time in any instance. On the basis of frequency of mention she teaches English, Library Science, Latin, History or Spanish, ranked in the order named.

**DOES THE LIBRARIAN CONSIDER HIMSELF A TEACHER OR LIBRARIAN?** Judging from the reports one-half of the school librarians consider their salaries paid solely on the basis of what work they do as librarians. In these schools the librarian is hired to administer the library just as much as the English teacher is hired to teach the English classes. Thirty-nine per cent consider their salaries are not paid solely for the services they render to the library.

**WHAT ASSISTANTS HAS THE LIBRARIAN?** In a library of three or four thousand volumes the librarian is not able to do all the library work alone. In seventeen schools teacher or student assistants are reported. For the entire group of twenty-three schools, thirteen teachers and one hundred forty-two student assistants are reported. Student assistants are of two classes: (1) regular student assistants who have passed the civil service examinations given by the Chicago public library, and who are paid for their services - generally ten cents an hour; (2) volunteer student assistants generally composed of the class in library science, who spend about forty-five minutes a day in assisting



around the library, though the time spent varies from two hours to thirty minutes. Generally, a student assistant takes charge of the library while the regular librarian is absent. Three-fourths of these schools report the librarian as actually present in the library over five hours a day, so it would seem that the assistant is not left alone in charge of the library for any very great length of time.

IS THE LIBRARY IN A SEPARATE ROOM? In 10% of the schools the library is in a separate room; two schools follow the practice of allotting the books to the different departments; however, one of the schools just mentioned is now installing a regular central library.

PER CENT OF THE ENROLLMENT SEATED IN THE LIBRARY; AREA OF FLOOR SPACE; DIMENSIONS OF THE LIBRARY ROOM: The per cent of the total enrollment which can be seated in the library varies from 1.5% to 8%; a variation of from 3 to 4% satisfies requirements in about half the cases tabulated. This means about twenty-five to seventy pupils can find accommodations in the library at the same time. The area of the floor space varies from 135 to 2100 square feet. Somewhere between 20 and 30 square feet for each person the room will seat, seems to be the prevailing custom. In the majority of cases the library room is longer than it is wide. There are two obvious reasons for this- the long room allows for a more convenient arrangement in regard to lighting, and allows also more wall space for book stacks.

THE FIXTURES OF THE LIBRARY ROOM: The library is pleasantly furnished with comfortable chairs, tables, bulletin boards, potted plants, pictures and statuary - all are reported. All stacks are





open to pupils; the closed stack is in disfavor with the majority.

HAS THE LIBRARY A CARD CATALOG AND CLIPPING FILE? A card catalog is as necessary for the library as tables of contents or indices are for books. Only two schools in this class report the library as lacking a card catalog. A few have clipping files also, but not more than one-fourth of the number of schools considered in this section.

DOES THE LIBRARY UTILIZE THE FEDERAL AND STATE PUBLICATIONS? All schools receive the federal and state publications. Some list as high as 1200 publications received from such sources a year, but in only about one-half the schools are such bulletins bound for future use.

FOR HOW MANY MAGAZINES DOES THE LIBRARY SUBSCRIBE? All, excepting one school, subscribe for magazines; the number varies from one to sixty-three. The range in three-fourths of the schools is from thirteen to sixty-three, and the average is about twenty-three. The magazines are not bound for future use more than one-half of the time.

HOW MUCH IS THE LIBRARY USED? The library of these largest schools is decidedly a work shop, and there is a strong tendency for the school library to be used more and more as a reference library by the teachers of the other departments. Ten to 406 pupils are reported as using the library each day in these schools; in three-fourths of the schools, the range is from 30 to 406 pupils per day. Books are issued for circulation, just as they would be from a regular public library, to the amount of between twenty and thirty each day. One-half the schools state that the use of the school library as a reference library is increasing.





though the number of books issued for circulation is not increasing. There seems to be a tendency for "light" reading, such as fiction, to be drawn from the public library rather than the school library. Little use of these high school libraries by pupils attending grammar school is reported. Only one school finds grammar school students using the library and this amounts to only an hour a week. Only one-half the schools issue borrower's cards to either students or adults of the community.

HOW IS THE HIGH SCHOOL LIBRARY USED BY THE DIFFERENT DEPARTMENTS OF THE SCHOOL? It is interesting to note some of the ways in which the library is used by other departments of the high school. The English and History Departments almost always furnish pupils, or the librarian, with a list of books to be consulted. As a rule no extra credit is allowed pupils for this sort of work; it is taken as a part of the regular routine of school work. Papers are often required in Botany, Zoology, Commercial Geography, Drawing, Agriculture, etc.; and the material is collected in the library by the pupils under the direction of the school librarian. Not much is being done by the librarians in the way of vocational guidance, although some beginnings have been made. A few of the more recent books on the subject have been ordered.

COOPERATION BETWEEN HIGH SCHOOL AND PUBLIC LIBRARY: There is close cooperation between the high school library and the public library as a rule. Only three schools out of the entire number report "none". In fact, five of the high school libraries are simply branches of the public library. A high school teacher or librarian is given the privilege of drawing fifteen volumes from the public library at one time for the use of classes, and is



allowed to hold these books six months if necessary.

WHICH IS USED MOST BY THE PUPILS, THE HIGH SCHOOL OR PUBLIC LIBRARY? The consensus of opinion among the majority is that the high school library is used more as a reference library, while the public library more for light reading.

### GROUP III 240 to 880 PUPILS ENROLLED

NUMBER OF REPORTS USED - AVERAGE ENROLLMENT - NUMBER OF BOOKS IN THE LIBRARY - AND YEARLY ADDITIONS: Forty-one reports are usable in this group. The average enrollment is 426, the median 360. One-half the group would be included in schools ranging from three to five hundred pupils. The average number of books in high school libraries of this group is 1763 volumes; the median 1800. Fifty-two per cent range from 1000 to 2000 volumes, and three-fourths from 500 to 3500. From 10% to 12 1/2% of the total number of volumes are added as new books each year. Only fifteen schools report any donations from outside agencies; the average for schools reporting was about forty volumes, or fifteen to thirty books in a majority of the cases.

APPROPRIATIONS FOR THE LIBRARY: Note that annual appropriations are made by every school in this group. In about 75% of the schools the variation is from thirteen to fifty-eight cents per pupil enrolled; the average is thirty-six cents.

SELECTION OF BOOKS: The choice is made by the teachers and principal in conference in one-half of the thirty-nine schools reporting on this subject. Among 13% the teacher, the principal, and the school librarian work together in selecting books for the library. There is no central agency like the Chicago Board of





Education, or the Public Library, to which lists must be submitted for final approval as in the previous group. Indications are that in this class of schools the selection of books for the high school library is in the hands of the principal and teachers.

FROM WHAT SOURCE ARE THE BOOKS SELECTED? Fortunately every school has answered this question. One-third use no lists whatever. Those who do use lists consider the A.L.A. lists and the bibliography given in text-books as the most important. Next in importance comes the list of books for high school libraries issued by the Federal Bureau of Education. Schools have mentioned the following sources at least two times: reports of the Illinois high school conference, books suggested by the National Council of the Teachers of English, and the list selected by Martha Wilson of the Wisconsin library commission.

THE LENGTH OF TIME THE LIBRARY REMAINS OPEN: The popular time in three-fourths of the schools is from eight or nine in the morning until four or five in the afternoon. The minimum time is one and one-half hours, the maximum twelve. The average time is seven and one-half hours.

PROFESSIONAL AND ACADEMIC TRAINING OF LIBRARIANS: Only half the schools of this class have a full-time librarian, and 50% of these have no professional training. Twenty-seven per cent have an A.B. degree, two have attended normal school, four the university, and two some college. Nine (35%) report themselves as seniors in high school. In schools of Group IV we found about 37% without professional training in librarianship; in Group III about 73%. This is the most significant statement which could be made in comparing conditions in the two groups.





AMOUNT OF TIME THE LIBRARIAN SPENDS IN THE LIBRARY: The amount of time varies from three to six hours. The average is three and one-half hours. Only about two-thirds of the schools considered in this group reported on this question. But in this two-thirds, the following subjects are taught: English, History and Civics. In about half the schools the librarian does no teaching whatever, that is, out of the entire forty-one schools considered.

WHEN THE LIBRARIAN CONSIDER HIMSELF MAINLY A TEACHER OR LIBRARIAN? In about one-half of the forty-one schools, the librarian considers herself paid for what she does as a librarian, and not as a teacher. Among the remaining, those reporting thought they were teachers mainly and not librarians; what they did in library work was secondary in importance.

WHAT ASSISTANCE<sup>TS</sup> HAS THE LIBRARIAN? Twenty-six schools, 63% of the forty-three in the group, give definite information concerning the number of teacher and student assistants. In this division a total of thirteen teachers and thirty-four students help care for the library. The main duties of the assistants are: the care of the library, charging and discharging books, assisting pupils in locating reference books, labeling books, etc. The time given by teacher-assistants varies from one-half to two and one-half hours a day, one-half to one and one-half hours in a majority of cases. There is no data on the qualifications nor the pay of student assistants sufficient to be recorded.

IS THE LIBRARY IN A SEPARATE ROOM? In 57% of the schools of this class the answer is yes. Twice it is mentioned as a part of the assembly, twice as a part of the study hall, and once as



a part of the teacher's conference time.

PER CENT OF THE ENROLLMENT SEATED IN THE LIBRARY; AREA OF FLOOR SPACE; DIMENSIONS OF THE LIBRARY ROOM: As to the proportions of the library only twenty-one out of the forty-one in this group have made a reply. The total number of pupils which can be seated in the library in three-fourths of the schools replying ranges between 2.7% and 8.2%, or in half the schools from 4 to 7%. This means that from fifteen to sixty pupils can be accommodated in the library at the same time. The area of the floor space varies from 180 to 2223 <sup>5</sup> Square feet. From twenty-two to thirty-six square feet per person the library will seat, fills requirements in three-fourths of the schools. There is no disposition to favor the room longer than it is wide in this class.

FIXTURES OF THE LIBRARY ROOM: About 80% of the schools maintaining a library equip it with tables and chairs. Tables, chairs and pictures are mentioned in four schools; tables, chairs, pictures and attractive posters and bulletin boards in three schools. School trophies, statuary, exhibits of school work, potted plants, and illustrated books are mentioned once each. All stacks are open to pupils.

HAS THE LIBRARY A CARD CATALOG? Yes, is the answer of twenty-nine schools of the thirty-eight reporting on this subject. Only one school reports a clipping file.

DOES THE LIBRARY UTILIZE THE FEDERAL AND STATE PUBLICATIONS? When schools of this class are asked to answer this question only eighteen out of forty-one reply at all. One-third of the eighteen receive none. One school lists as high as 3000 publications received; while on the otherhand, one school says none at all have





been received during the year. Only four schools report the pamphlets as bound for future use; that is, about 10% of the total number of schools which was considered in this class.

HOW MANY MAGAZINES DOES THE SCHOOL SUBSCRIBE FOR? Replies are made by thirty-two schools. The answer is "none" from 13% of the division. For the group the average is twelve. For three-fourths of the schools it is from five to twenty-five publications. These magazines are almost never bound for future use.

HOW MUCH IS THE LIBRARY USED? Records and reports of circulation are found in but 10% of the schools of this group. Borrower's cards are almost never issued, the total number issued for the entire group being but 350. Not half the schools keep a record of the average daily attendance in the library. Eight schools report specifically that they keep no such records, seven report that such records are kept, but only four have listed the average daily attendance which varies from thirty to four hundred pupils. In most schools the library seems to be predominantly a reference library. As in the previous group, there is little use of the library by either grade school pupils or adults of the community.

HOW IS THE LIBRARY USED BY DIFFERENT DEPARTMENTS OF THE SCHOOL? The library is used mostly by the English and History teachers, who follow the practice of assigning lists of books and special topics to be read by pupils. Special credit is not allowed for such work. Only nine schools of the entire division report the work as successful. The so-called vocational departments of the high school, such as manual training, domestic science, and commercial department are reported as using the library twenty-nine





times, in the thirty-five replies received. In answer to the question "What vocational guidance is done thru the library" twenty-six replies were received, nineteen answering "none". Two schools have provided about a dozen books on vocational guidance. One school does its vocational guidance in its agricultural classes, or so it is reported; another, in the manual training classes, and still another school reports that this is a part of the teacher's work in the conference hour.

COOPERATION BETWEEN HIGH SCHOOL AND PUBLIC LIBRARY: Nearly every high school is in a city having a public library. Close cooperation is found between the public and the high school library. All teachers have special privileges as far as drawing books is concerned. In purchasing magazines or books all needless duplication of the high school library is avoided, as far as is possible, by the public library. Over two-thirds of the schools of this division report the public library used by pupils even more than the high school library for light reading.

## GROUP II 110 to 224 pupils enrolled

NUMBER OF REPORTS USED - AVERAGE ENROLLMENT - NUMBER OF BOOKS IN THE HIGH SCHOOL LIBRARY - AND YEARLY ADDITIONS: Thirty-eight replies were received from schools of this class. The average enrollment is 144, the median 134. Three-fourths of the schools enroll between 110 and 157 pupils. While thirty-eight reports were used, the answers to questions as a whole were much less usable and complete than in the third and fourth groups. The average number of books in the high school library is 1412 volumes, based on usable replies. In eleven schools - that is 30% of the



schools considered in this group - those who filled out the questionnaire had no idea how many books were in the high school library, at least the number of volumes was not stated; fifty-five per cent contain between 1000 and 2217 volumes, the range for 75% being from 304 to 3000 books. From 0 to 7% are added as new books each year. Practically no donations are reported, for among thirty-eight schools, only five schools received any new books as gifts. Among these five the average was twenty-two books.

**APPROPRIATIONS FOR THE HIGH SCHOOL LIBRARY:** The amount of money available for the library is about seventy-five cents per pupil each year, the maximum being \$1.70 and the minimum thirty-one cents, or from thirty-one cents to seventy-nine cents in three-fourths of the schools. Twenty-five report a regular appropriation; this is only 66% of the schools in this class. In groups three and four every high school in each division made annual appropriations for the library.

**SELECTION OF BOOKS:** The selection of books is made by the same agencies mentioned in Group III. One-third of the schools report the books selected by the teachers and principal jointly; 11% state that the selection is made by the teachers alone. In six schools (17%) the Board of Education selects the books directly. Only once is the librarian mentioned as having anything to do with the selection of books.

**SOURCES FROM WHICH BOOKS ARE SELECTED:** Eight schools make no answer, and sixteen state outright that no lists are used. This makes twenty-four schools out of thirty-eight, or two-thirds, mentioning no sources for the selection of books. The most frequently mentioned sources, among those who mention any source at all, are





in order of the frequency of mention, the high school manual issued from the office of the high school visitor of the University of Illinois, the list issued by the federal Bureau of Education, high school conference lists suggested by the teachers who attend the high school conferences at the University of Illinois, and the A.L.A. lists. One superintendent mentions McClurg's catalog as the list that is used in his school.

LENGTH OF TIME THE LIBRARY REMAINS OPEN: Generally speaking, the school library is open from nine in the morning to four in the afternoon. The statement is made twice that the length of time the library remains open depends solely upon the option of the teacher. It appears that the library is open all day, but only about one-sixth of the time is a teacher in charge.

PROFESSIONAL AND ACADEMIC TRAINING OF THE LIBRARIAN: There is not a single full-time librarian in this group! In thirty schools, or nearly 80% of the entire class, the questionnaire reveals the fact that the librarian has had no professional training for her position whatever. Twice the professional training consists in a single course in the library school of the University of Illinois. In four schools the librarians are simply students attending school. In three schools the librarian is the high school principal. Concerning the academic training of the high school librarian, 45% of these schools make no answer. Thirty-six per cent state that the librarian has an A.B. degree. The remainder of the group do not make significant answers.

AMOUNT OF TIME THE LIBRARIAN SPENDS IN THE LIBRARY: The actual number of hours per day the librarian spends in the library can be deduced from the following: "no stated time" in eighteen schools - this is about one-half the group; "varies greatly" in three schools;





averaged about an hour a day in six schools, and varied from one-half to two hours in eleven. The librarian must almost necessarily be a teacher in schools of this class, it would seem, and yet when the question is asked "How many hours a day does the librarian spend in teaching and what does she teach?" four schools reply nothing at all, and eighteen allow the answer to remain blank. This leaves but sixteen possible replies in the group. From these, the person having the librarian's duties is most often the English or History teacher. About all other possible combinations are mentioned, however. The librarian is sometimes the Domestic Science teacher, sometimes the Latin-German teacher or the Latin-Arithmetic-Geography teacher. It is a wonder that even one has not reported a librarian-junior arrangement!

**DOES THE LIBRARIAN CONSIDER HERSELF A LIBRARIAN OR A TEACHER?** Most decidedly a teacher in this class. In only two schools in the entire group does the librarian consider her salary paid for what she does as a librarian.

**LIBRARY ASSISTANTS:** The question regarding assistants is left blank for twenty-nine schools. So we have only ten schools on which to base conclusions. Three schools state the assistants are all the other teachers on the high school staff. Two schools report one pupil-assistant each; one school, five student assistants; and one school seven student assistants. This makes a total for the entire group of three teacher-assistants and fourteen pupil-assistants. The duties of the assistants are the same as outlined for student assistants in Group III. The time spent by pupil helpers in the library in the six schools reporting, averages about an hour a day. One high school principal states that each pupil



does his own assisting.

IS THE LIBRARY IN A SEPARATE ROOM? In ten schools - one-fourth of this Division - the library is in a room of its own. When the library has not a separate room a corner of an alcove of the study hall or assembly is utilized.

PER CENT OF THE ENROLLMENT SEATED IN THE LIBRARY; AREA OF FLOOR SPACE; DIMENSIONS OF THE LIBRARY ROOM: As to the seating capacity of the library only one-half of the schools reply. On the basis of eleven usable reports, the seating capacity of the library ranges from ten to fifty pupils - ten to twenty-six in three-fourths of the cases, and averages twenty-one. The absence of replies to this question is significant. This is so not only in regard to this particular question but many of the others that were asked. Justly or unjustly the writer assumes an answer equivalent to "nothing to report" in most cases. About 5 to 14% of the enrollment in three-fourths of the schools reporting can be seated in the library at the same time. The area of the floor space varies between 125 and 1800 square feet among the ten schools reporting on this subject; the average is 360 square feet. There is no data indicating that the room longer than it is wide is favored.

FURNITURE OF THE LIBRARY ROOM: On this point 30% of the group make no reply. Four schools state the library is furnished with tables, chairs and pictures. Three schools have reading tables and chairs, but they are in the auditorium. One superintendent states for his school, "The library is merely a place to store books in and that is all". All stacks are open to pupils.





HAS THE LIBRARY A CARD CATALOG? The answer is no in over half of the schools. One school maintains a picture file and one a clipping file.

DOES THE LIBRARY UTILIZE FEDERAL AND STATE PUBLICATIONS? Seventeen schools make no report and eight have received none. We have, then, replies from about 40% of the group. The average number of state and national bulletins received is nineteen per school. These are not generally bound for future use.

HOW MANY MAGAZINES DOES THE SCHOOL SUBSCRIBE FOR? Most schools subscribe for at least one magazine. Nine of this division do not, and eight make no report. It seems, therefore, that the answer is practically none in 50% of the schools. For the schools remaining, the average is five magazines per school. This ranges from two to eight in three-fourths of the schools. The magazines are very seldom saved for future use.

HOW MUCH IS THE LIBRARY USED? No record or report of circulation of books in 80% of the schools of this group. No record of borrower's cards being issued is given by any school in this class, and there is no record of average daily attendance in the library. There seems to be pretty general agreement that the library is a reference library mainly, and it is little used by grammar school pupils or the community in general.

HOW IS THE LIBRARY USED BY DIFFERENT DEPARTMENTS OF THE SCHOOL? It is most used by the English department, and next the History department. The nature of this use consists in assigned readings on various topics and book reports. The domestic science classes, those in commercial work, and the manual training and agricultural classes do not use the library as much as the English and History





departments. As to vocational guidance done thru the library, twenty-nine schools - three-fourths of the Division - report that this phase of school work is not taken up at all in their school. Only seven schools report anything at all being done along this line. All that is reported is a few books on vocational guidance purchased, and pupils encouraged to read them.

#### COOPERATION BETWEEN THE HIGH SCHOOL AND PUBLIC LIBRARY:

There is a public library in twenty-five communities in which the high school is situated, containing on an average of 4025 volumes. The cooperation between the high school and the public library is quite close. Twice the high school librarian is the public librarian; teachers are allowed to draw out books and keep them for the use of their classes as long as they wish; classes are sometimes taken to the public library. In one case the Board of Education has actually purchased books for the public library. The public library is used more than the one in the high school in nineteen reports, mainly for fiction. 4

#### GROUP I 31 to 110 PUPILS ENROLLED

NUMBER OF REPORTS USED - AVERAGE ENROLLMENT - NUMBER OF BOOKS IN THE HIGH SCHOOL LIBRARY - AND YEARLY ADDITIONS: This group is composed of seventy-five schools with an average enrollment of seventy-one pupils. Three-fourths of the schools have between fifty and one hundred pupils in attendance. While we have seventy-five reports of this class, the answers to questions are very vague and indefinite as compared to the preceding groups. The average number of volumes contained in the library is 563. A little over half the schools have from 200 to 825 volumes in



the library, and a range of from 175 to 829 books would include three-fourths of the group. From 0 to 64 are added as new books each year. Donations are reported in eighteen schools of the seventy-five averaging about twelve books per year.

**APPROPRIATIONS FOR THE HIGH SCHOOL LIBRARY:** Only forty-four schools in this class report regular yearly appropriations by the Board of Education for the high school library. This is only 58% of the division. Where appropriations are made, the average is eighty-one cents; three-fourths of the schools reporting - this is about thirty-three schools in this group - spend somewhere between sixty-one cents and \$1.14 per pupil. Twenty-one per cent of the schools of this class actually report no high school library at all. "The library is maintained by donations of money and books by teachers and pupils" is reported several times more than in any other class.

**SELECTION OF BOOKS:** The books are selected by teachers and principals in twenty-one schools; by the teachers in twelve schools; by the principal in seven schools; and by the superintendent in eleven schools. They are selected by the Board of Education directly in two schools. The high school librarian is never mentioned as selecting the books. This may seem strange, but it is partially explained by the fact that not a single school in this group has a regular full-time librarian who does nothing else but attend to the library.

**SOURCES FROM WHICH BOOKS ARE SELECTED:** One-half the schools do not state that they use any source whatever in selecting books. Among the remaining, the high school manual issued by the State University is mentioned as the standard fifteen times; the list





issued by the Federal Bureau of Education is reported eight times; the Illinois state list, which is really not a list at all but simply a few suggestions concerning what books might be bought, is mentioned six times. Such common standard lists as the A.L.A. lists and the Minnesota State List of Books for the High School Library are not mentioned even once among the entire class. Indications are pretty clear that nine-tenths of those selecting books knew nothing of some of the really reliable lists which have been published.

LENGTH OF TIME THE LIBRARY REMAINS OPEN: The library remains open all day in about one-half the schools. In eight schools of this group the library is in the study hall and the librarian's duties fall to whoever happens to be in charge. As to the time the librarian remains in the library, it is significant to note that over half the schools allow this question to go unanswered. In eleven instances those who filled out the questionnaire felt unable to state any definite time, saying that it depended more than anything else on the needs of the pupils.

PROFESSIONAL AND ACADEMIC TRAINING OF THE LIBRARIAN: To this question thirty-two make no answer and thirty-five more reply "None whatever". This is the reply from sixty-seven schools out of seventy-five, or 89% of the division. When school librarians have had training, in two schools the librarian had an elementary course in the library school at the University of Illinois and in two schools the professional training was the experience gained in helping care for the school library at a normal school. In academic training, as would be expected, most of the librarians - or rather teachers who act as librarians - are college graduates.





In three instances the librarian is a high school student, and in two she is a graduate of the high school.

AMOUNT OF TIME THE LIBRARIAN SPENDS IN THE LIBRARY: The time the librarian spends in the library varies within wide limits. One librarian spends one period per day in the library; six at least an hour; seven two hours; four teachers report four hours a day. We have, then, reports from only eleven schools out of seventy-five, so this data is probably not very reliable. On the basis of eighteen replies concerning what the librarian teaches English and History predominate, though nearly every conceivable combination of subjects is found, viz., Science, Physics, Botany, Sociology, German, and Psychology. In two schools a real librarian is provided. In one of these schools her salary is \$25 a year, in the other it consists of fines collected for books over-due. This is simply an additional proof that as a rule schools of this class do not even know what a librarian is supposed to do besides take care of the books.

DOES THE LIBRARIAN CONSIDER HER SALARY PAID FOR WHAT SHE DOES AS A TEACHER OR A LIBRARIAN? Excepting the two cases mentioned in the previous paragraph, her salary is paid for what she does as a teacher of course.

LIBRARY ASSISTANTS: Only about half the schools mention any assistants. Eight mention one or two teacher assistants. The rest of those who answered this question say that all the teachers of the high school staff help with the library. In only three schools are student assistants mentioned. As to the amount of time given by student and teacher assistants we have scarcely any data at all. Charging and Discharging books is mentioned eight times.



IS THE LIBRARY IN A SEPARATE ROOM? Eighty-five per cent of the schools out of the seventy-five have reported on this subject. In forty-one schools (55% of the class) it is not in a separate room. Once the superintendent's office and the library were combined; three times it was found in the assembly room, and in one case the library was divided, each teacher having a part of the library in her room.

PER CENT OF THE ENROLLMENT SEATED IN THE LIBRARY; AREA OF FLOOR SPACE; DIMENSIONS OF THE LIBRARY ROOM: The average number of square feet per seating capacity is under thirty-two square feet in three-fourths of the schools. In nine schools the library is so small it has no seating capacity. In twenty-nine reports on this subject the library will seat from eight to ten people, three-fourths of the schools answering being considered. Ten to twenty per cent of the enrollment is the range in a large majority of the cases. The average number of square feet in the library is 354 or about the same as in the previous group; however, this varies all the way from 0 to 1000 square feet. The long room does not predominate.

FIXTURES OF THE LIBRARY ROOM: The furnishings of a library such as stairs, etc., are not found at all in eight schools. Among the remaining sixty-five, chairs and tables are mentioned five times; chairs, tables and pictures four times; chairs, tables, pictures and illustrated editions of books are found in four schools. Other equipment mentioned once:—potted plants, statuary, sectional book cases, a couch, maps and pennants. Four schools have either picture or clipping files.





HAS THE LIBRARY A CARD CATALOG? Thirty schools have none and twenty-one give no information on this point. About one-third of the division report card catalogs.

DOES THE LIBRARY UTILIZE FEDERAL AND STATE PUBLICATIONS? Sixteen schools reply that they send for such bulletins. From one to six governmental publications received per year will include twelve schools. The evidence shows that these are not often bound for future use.

HOW MANY MAGAZINES DOES THE LIBRARY SUBSCRIBE FOR? Forty-five schools subscribe for magazines, the number ranging from thirty down to one. However, from one to six magazines would include three-fourths of the forty-five. The average is thirteen. Since we have a report from but forty-five schools, probably 50% of the schools do not subscribe for any magazines at all. These magazines are not preserved for future use.

HOW IS THE LIBRARY USED? The average daily circulation of books is twenty-one among the twenty-five schools who gave any information on this point. No records or reports of this are kept, however. The average daily circulation probably represents a best guess in most cases. There is no record of any reliable data on the average daily attendance in the library being kept in any school of this group. The library is used by the grade school pupils in forty-three instances; sometimes for reference reading, but more often for light reading such as fiction. The use of the high school library seems to be confined largely to the seventh and eighth grades. The library is little used by the people of the community.





HOW IS THE LIBRARY USED BY THE DIFFERENT DEPARTMENTS OF THE SCHOOL? As in all previous groups most often by the English and History departments and in exactly the same ways as previously mentioned. The vocational departments, Manual Training, Agriculture, etc., make much use of the library in but eleven schools, or about one-seventh of the entire group. Not a single school reports any vocational guidance being done thru the library, although some informal talks have been given to pupils on the subject by teachers or the principal. No report of a single book on vocational guidance being added to any high school library of this group is given.

#### COOPERATION BETWEEN THE HIGH SCHOOL AND THE PUBLIC LIBRARY:

Only thirty-two communities in which the high schools of this group are situated are fortunate enough to have a public library. Where there is a public library nineteen schools report that the cooperation between the school and the library is very close. Our data indicates that the cooperation between the public and high school library is not nearly so close as in all previous groups. Where the community has a public library, it averages but 2226 volumes. That is, the average high school library in Group IV is larger than the average public library in Group I. And as we stated above, only about one-half the schools of Group I are in a locality having a public library. The nature of the cooperation existing between the few schools reporting on this subject is indicated by the following quotations: "Teachers may borrow books from the public library and keep them as long as they need them for their classes" - "The high school teachers select books that are to be read at the high school library".



TABLE ONE

Showing the number of schools used in each group - the average per capita cost of the library for each pupil enrolled - the average number of volumes in the high school library - and the percentage of volumes that were for reference only.

<u>Size of the School</u>	<u>Number of Schools Considered</u>	<u>Average Enrollment</u>	<u>Per Capita Average per year</u>	<u>Average Number of Books</u>	<u>Percentage of Reference Books</u>
GROUP I					
30 to 40	7	35	\$1.17	400	42
40 " 50	11	44	1.07	358	30
50 " 60	5	56	1.05	316	41
60 " 70	13	65	.81	438	41
70 " 80	3	75	.51	580	63
80 " 90	10	84	.61	355	42
90 " 100	12	86	.56	628	44
100 " 110	6	104	.38	833	34
GROUP II					
110 to 120	8	113	.88	1148	23
120 " 130	7	124	1.70	2317	35
130 " 140	5	133	.75	200	62
140 " 150	3	146	.63	1000	38
150 " 160	5	158	.40	3000	20
160 " 190	4	182	.35	175	52
190 " 210	4	204	.31	634	48
210 " 240	1	240	.79	1018	53
GROUP III					
240 to 290	6	288	.58	1150	61
290 " 350	13	340	.38	1948	38
350 " 460	10	437	.56	2358	42
460 " 570	3	563	.44	2610	22
570 " 670	4	664	.54	1672	100
670 " 750	2	740	.13	1061	6
750 " 820	3	870	.27	1821	69
GROUP IV					
820 to 1050	4	1040	.28	3500	33
1050 " 1150	2	1100	.28	3167	50
1150 " 1300	3	1255	.20	4000	5
1300 " 1500	2	1330	.15	3900	27
1500 " 1600	2	1553	.17	3100	57
1600 " 1700	2	1367	.18	1853	16
1700 " 2000	4	1850	.14	2300	33
2000 " 2200	3	2425	.10	4040	29





TABLE ONE - Total number of schools, 176. Total number of pupils in these schools:- Group I, 5353; Group II, 7870; Group III, 16,893; Group IV, 23,750. Total enrollment in all groups, 61,766 pupils.

This table should be interpreted in the following way: To illustrate, item one in Group II might be taken. Nine schools with an enrollment between 110 and 130 pupils, or with an average of 113 pupils, spend each year about \$.88 per capita on the library. These schools have 1149 volumes in the library of which 33% are for reference only. It affords a convenient scale for any school who wishes to compare its practices with the practices of other schools enrolling about the same number of pupils.

#### THE NUMBER OF BOOKS IN THE HIGH SCHOOL LIBRARY IN GENERAL:

The median number of books in the high school library, considering all four groups, is 1140 volumes. The average is 1387. The correlation of the average number enrolled with the number of books in the high school library is .58. Since the P.T. is but .08 this may be considered as conclusive statistical evidence that the larger the school, the larger the high school library.

THE COST OF THE LIBRARY IN GENERAL: Correlating the per capita cost with the number of volumes in the library, we find a negative correlation of -.58. In other words, the smaller the school the larger will be the appropriations made for the high school library. This indicates that the smaller schools feel the need of a high school library of adequate size and are making some efforts to secure it. Concerning the cost of the library, the median for all schools is \$.54; the variation from 0 to \$1.70 per year. As a whole, 41% of the books which the library contains are for reference only.





## SUMMARY OF FINDINGS IN GROUP IV

This summary is based on replies from 86% of the high schools of the state enrolling 850 pupils or over.

1. Appropriations made by every Board of Education from ten to twenty-eight cents for each pupil enrolled in the high school.

2. No school without a school librarian. Eleven per cent are graduates of recognized library schools, and all but 3% have had some professional training in library work.

3. Clear-cut method of selecting books for the library. Teachers list the books needed or usable from standard lists approved by the Board of Education; the list selected is revised by the high school librarian; the revised list goes to the principal for further eliminations or additions, and finally goes to the Board of Education for approval.

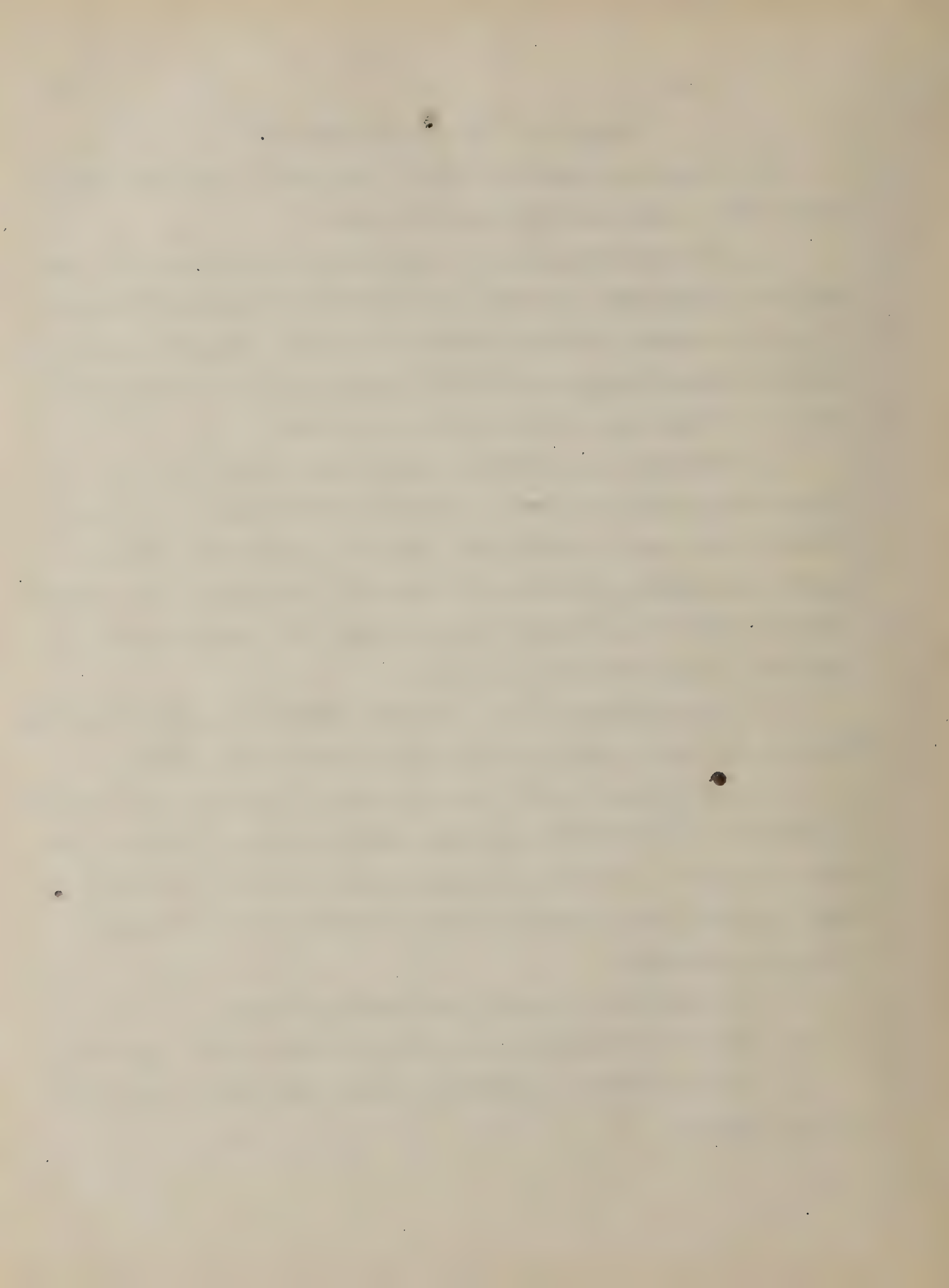
4. The librarian is the librarian, ~~not~~ the teacher-librarian. She has student or teacher assistants in 80% of the schools.

5. The library is in a separate room, is equipped with chairs and tables and pleasantly furnished, besides housing three to four thousand books. It has a card catalog and is open to students as long as school is in session, with a librarian or an assistant librarian in charge.

6. The library is mainly a reference library.

7. The library accommodates 2 to 8% of the pupils enrolled.

8. There is close cooperation between the public and high school library.



## SUMMARY OF FINDINGS IN GROUP III

Conclusions based on replies from 52% of the schools enrolling between 880 and 240 pupils.

1. No school without a library, as in the previous group. However, only 52% of the schools considered have given the exact number of volumes the library contained; it varies from 1000 to 2000 volumes.

2. Appropriations made by every school in the group from \$.38 to \$1.58 per pupil.

3. We find a decided contrast between the schools of this division and the division preceding when it comes to the method of selecting books. One-third report no recognized list used. On the basis of frequency of mention the following lists are used: bibliographies in textbooks, A.L.A. lists, list of books for high school libraries issued by the Federal Bureau of Education, and lists issued in the proceedings of the Illinois high school conference. The selection of the books seems to be in the hands of the teachers and the principal jointly. We have no systematized planned method of procedure such as in the preceding group.

4. Sixty-five per cent of the schools have a librarian, but over one-half of these librarians are without any professional training whatever. There is no school librarian in this group who is a graduate of a recognized library school. The librarian might just as well be called a teacher as a librarian, for 63% of the librarians do not consider their salary paid solely for what library work they do. Sixty per cent of the librarians have either teacher or student assistants.





5. The library is in a separate room about one-half the time; which provides shelving space for 1100 to 2400 books and seats from 2.7% to 8.2% of the school enrollment.

6. The library is mainly a reference library.

7. There is close cooperation between the high school and the public library.

### SUMMARY OF FINDINGS IN GROUP II

Based on replies from 35% of the high schools of Illinois enrolling between 110 and 240 pupils.

1. Out of thirty-eight replies, twenty-five make regular annual appropriations ranging from thirty-one to seventy-nine cents per pupil. Out of the 35% who answered this questionnaire, only two-thirds stated the number of volumes the library contained, and it is from 1000 to 2300 for 85% of those answering.

2. Sixteen schools report a librarian, but in 65% of the schools of Group II the librarian has had no professional training whatever.

3. The librarian in these schools is a teacher-librarian. She is mainly a teacher of academic subjects in the high school rather than the librarian. As to assistants, only nine schools out of the thirty-eight answer concerning teacher and student assistants.

4. Chaotic conditions in regard to the method of selecting books and sources for selection. Eight schools do not know from what source books are selected; sixteen say specifically that they use no source. The United States Bureau of Education list is mentioned three times; the A.L.A. and high school conference lists





are mentioned two times each. As to who does the selecting every possible combination of teacher, principal and board of education is found.

5. In but ten schools - one-fourth of the division - is the library in a room of its own. It is generally a part of the study hall or the assembly. As a rule, chairs and tables are the only extra equipment. The library has a card catalog in about 50% of the schools only. It provides space for between 1000 to 2317 books, and seats 5 to 10% of the school enrollment.

6. The library is mainly a reference library.

7. Good cooperation between the high school and the public library is reported.

#### SUMMARY OF FINDINGS IN GROUP I

Data collected from seventy-six schools representing 21% of the high schools of Illinois enrolling from 31 to 110 pupils.

1. There is a wide variation in the number of volumes the library contains. Generally speaking, schools of this class have between 300 and 600 volumes in the library. Twenty per cent of the schools of Group I report that they have no high school library at all.

2. Only one-half the schools report yearly allowances for the library, varying between \$.61 and \$1.14 per pupil.

3. In the selection of books, about the same conditions in this respect prevail as mentioned in the preceding group. The high school librarian is not mentioned as performing this duty in a single instance.



4. The librarian is a high school teacher with even less professional training in library work than in Group II. Only seven schools out of seventy-five, report any one in charge of the library who has had any training in librarianship in the slightest degree.

5. The library is in a separate room in 55% of the group reporting (forty-one schools). A card catalog is found in one-third of the seventy-five schools. The library is open while school is in session, but only about one-tenth of the time is anyone in charge. From 0 to 20% of the enrollment can be seated in the library at one time.

6. The library is a reference library.

7. There is not nearly as much cooperation between the high school and the public library as in all the other groups.

In these summaries an attempt is made to summarize just the points which would give a clear idea of conditions in the school libraries of the different groups. And insofar as possible, contrasts were pointed out when this could be done without interfering with the significance of the summary. In other words, an attempt is made to portray conditions, and not primarily to make comparisons.





PART II

SUGGESTIONS FOR IMPROVING CONDITIONS  
IN THE HIGH SCHOOL LIBRARIES  
OF ILLINOIS





## GENERAL SUGGESTIONS FOR THE IMPROVEMENT OF HIGH SCHOOL LIBRARIES IN ILLINOIS

The first and greatest need of our high school libraries is for boards of education, principals, superintendents and teachers to realize the fundamental importance and necessity of a well-organized library which high school pupils have been taught to use intelligently and with discrimination. Until the high school library is generally regarded as the most important laboratory of the school, adequate improvement of conditions is not probable. Modern high school education is no longer mere memorization of facts in the textbooks; the ability to collect evidence and pass sane and well-considered judgments from the data thus collected is the fundamental aim. This can never be fully achieved until the importance and necessity of the high school library is firmly established. The library must become the general work shop of the school, not an adjunct merely of the English or History departments.

**SELECTION OF BOOKS:** Our questionnaire revealed a wide divergence of practice in Illinois high schools as to sources for selecting books. This, notwithstanding the fact that the efficiency of the library depends more than anything else on the books that it contains, and that a number of standard lists might have been had almost for the asking. We should have in Illinois, as they do in Oregon, Minnesota and New York standard lists prepared by the state Department of Education from which books must be selected. The lists issued by the American Library Association, those published by the federal Bureau of Education, and the state lists published by the Departments of



Education in Oregon, Minnesota and New York are standard in every respect.

There is one important point which must not be overlooked in the selection of books. The high school library is a tool to be used by pupils; it is neither a fixture nor an ornament. Every book that is added to the library should be carefully investigated. An actual examination of the book is the safest plan, but if this is not feasible, there are reviews and summaries of the book in connection in the A.L.A. lists, or in high school book lists mentioned in the previous paragraph. All dead wood must be eliminated from the library, but this is easier said than done. For example, when the state law went into effect in Oregon requiring all accredited schools to have at least 300 books mentioned in the state manual, some of the high school libraries who boasted proudly of having 2000 volumes found they couldn't qualify under the new act. Those who have the selecting of books for any high school must remember that they are selecting tools, and that these are to be tools for high school pupils for the most part, rather than tools for the teacher. The librarian must ask not only "Is this a standard book I am about to add to the library?" but also "Will it be used by pupils after it is purchased".

All books purchased should be substantially bound and illustrated. As to type used and size of book, these should be the same as the ordinary high school text book. Books larger than the ordinary textbook do not last well. The advice of teachers and the principal should always be sought in selecting a new book, but the final choice should be made by the librarian, presupposing of course that the librarian of the school has received training





in a reputable library school.

**MINIMAL NUMBER OF BOOKS REQUIRED:** There is no uniformity of procedure in respect to this and as yet no adequate evidence for setting a minimum. Oregon requires at least 200 books selected from the high school library list. Texas requires at least \$300 invested in library books; Ohio requires at least sixty books in science, geography and travel. Iowa requires 353 books in the high school library before the school is allowed to collect tuition from pupils outside the high school district. Missouri suggests 811 books as a minimum and Wisconsin 500. All these lists are exclusive of fiction.

The three minimum lists which follow are only meant to be suggestive. At best they will only suffice for a working basis. The minimum number depends upon other factors, such as the course of study pursued in the high school, whether there is a public library, etc. The first table which follows shows the minimum suggested for each subject taught in any high school in Missouri, Iowa and Wisconsin.





<u>Subject</u>	<u>No.</u>	<u>La.</u>	<u>Fla.</u>	<u>Av.</u>
General Reference	34	25	25	25
English*	143	100		123
Ancient History	30	15	11	22
Mediæval and Modern History	50	15	25	30
English History	25	15		25
United States History	60	30	20	43
Civics	27	20	8	15
Economics	15	10	6	15
Sociology	12			12
Latin	11	6		9
Physica	11	4		9
Chemistry	6	6	3	6
Biology	7		4	6
Botany	0	6	4	7
Zoology	0	6		7
Physiology	12	6	6	9
General Science	23			
Geometry, Plane	15	6	6	10
Agriculture	28	15	22	22
Commercial Geography	7	6		7
Mental Training		10	7	8
Domestic Art	15	16	14	15
Music	24		7	15
Pathology	10		5	8
Grammar		12		
Mathematics		8		
German		8		
Total Number	611	355	500	481

\* Exclusive of fiction for circulation not as a part of the English course.



In a bulletin on high school libraries issued by the high school visitor's office of the University of Illinois, the following standards are suggested:

Minimum for a four-year high school of fifty pupils or less:

General references, dictionary, encyclopedias, etc.	\$100
English, Language and Literature	50
History, Civics, Geography	50
Foreign Languages	25
Physical and Biological Sciences	25
Mathematics	15
Music	10
Periodicals (annually)	15
Professional books (teachers)	10
Total	<u>\$300</u>

If Agriculture, Domestic Science, Manual Training or Commerce is taught, \$25 should be added for Domestic Science and Agriculture, and \$10 for Commercial or Manual Training courses. If there is no public library in the community, \$100 should be added for good reading material of general character. This brings the minimum of a three-teacher school of fifty pupils up to \$400. There should be added each year \$20 to \$100 in carefully selected books. For every twenty-five additional pupils the amount should be increased by at least one-third; for each additional fifty pupils the amount should be increased by \$200 to \$400 with corresponding additions for each new vocational subject added as shown by this scale.

According to the Federal Bureau of Education the average high school library contains 738 volumes. Following the proportions given for public libraries this would mean:

	Minimum	Maximum
Biography, History and Literature	74 books to	89 books
History	69 " "	101 "
Literature	89 " "	101 "
Travel	73 " "	
Science	50 " "	71 "
Fiction	147 " "	
General Reference	37 " "	
Useful and Fine arts	71 " "	170 "
Sociology, Religion or Philosophy	45 " "	50 "

If one is willing to accept the average practice in the various-sized high schools of Illinois as a sufficient basis, the number of books which should be found in any particular high school library can be estimated by referring to the table given after the summary of the part of this thesis dealing with library conditions in Illinois high schools.





As a matter of fact, there is, as yet, no sufficient data at hand to warrant fixing minimum standards. The data given heretofore on this point must be considered rather as suggestive and tentative. Not until the library begins to function as a work shop for all departments in all Illinois high schools, and in other states as well, and not until this has been the policy of the majority of high schools for at least ten years, will it be possible to set reliable standards as to the minimum number of books the high school library should contain. The best rule of thumb we can use until that time comes is, perhaps, "the high school library should contain all books pupils use continuously and intelligently in their school work".

**THE YEARLY APPROPRIATION FOR THE LIBRARY AND HOW IT SHOULD BE SPENT:** To maintain a library at its present status requires that at least 10% of the total number of volumes be added as new books each year. To provide for growth, C.C. Certain in his report on the high school libraries of the southeast recommends that at least 15% of the total number of volumes the library contains be added as new books each year. The Ohio state manual recommends 10%; the Texas manual 7%; and Wisconsin 10% a year at least. Evidence on this point is fairly uniform and points to between 10 and 15% as to the percentage of new books which should be added each year.

As to the amount per pupil per year to be spent on the library, that varies inversely as the enrollment of the school. In the report on the high school libraries in the southeast made by C.C. Certain, fifty cents per pupil is given as the average, which does not include the amount to be spent on magazines or





additional expense for fixtures. Then too in fixing this amount, the question of whether or not the community has a public library must be taken into consideration. All needless duplication of books in the public library and the high school library should be carefully avoided.

On the basis of the questionnaire the following expenditure per pupil is suggested:

Schools enrolling from	30 to 100 pupils	\$1 for each pupil
"	" " 100 " 250 "	.50 " " "
"	" " 250 " 1000 "	.30 " " "
"	" " 1000 " 2000 "	.20 " " "

About one-tenth of the total appropriation should be spent for standard magazines, weeklies, etc. A very good list from which to select magazines may be found in the federal Bureau of Education No. 41, year 1917, "Library Books for High Schools" by Martha Wilson.

It is a most vital consideration that the annual appropriation for the high school library be continuous from year to year. Regularity of appropriation is almost as important as amount of appropriation. Both depend upon the ability of the school superintendent or principal to show the absolute need of a well-organized well-equipped library in the high school. Boards of Education are not liable to develop a library consciousness unless the school superintendent has it first.

THE LIBRARY ROOM, FIXTURES AND SHELVING: The library room should be in a place easy of access, in a quiet part of the building, and it should not be so chosen that it is necessary to pass thru the library to get to class rooms. As to size, the figures given in C.C. Certain's investigation are twenty square feet for each person the library will seat. The figures given in Part I of this thesis



indicate twenty to twenty-five square feet per seating capacity in high schools enrolling between 240 and 3000 pupils. A convenient rule for smaller schools to follow is to allow enough space to seat the largest class in the school, with a liberal allowance for future growth. The general consensus of opinion seems to be that the library should seat from 5 to 10% of the enrollment of the school. Our investigation shows that in the majority of the high schools enrolling from 250 to 1700 pupils, as a rule the library accommodates from 3 to 4% of the pupils enrolled; in schools of from 240 to 250 pupils, 4 to 7%, and in schools having 110 to 240 pupils enrolled, 5 to 14% in most cases can be seated in the library. The library must be so situated in the building that provision can be made for its growth.

The library should always have a card catalog of the books it contains. Part I shows that in schools enrolling from 110 to 224 pupils only seven in thirty-eight had card catalogs; in schools enrolling less than 110, twenty-four schools out of seventy-five reported card catalogs; in schools of 250 to 299 pupils twenty-nine out of thirty-eight; and in schools of 300 and over, twenty out of twenty-two reported catalogs.

Open shelving should be provided if possible, having all books within view and reach. Shelving may be built under the windows, if the space is not already occupied by radiators. The standard height for shelving is about 7 feet 2 inches allowing a six-inch base, six shelves one inch thick, with ten-inch spaces between and a twelve-inch space for the bottom shelf. Shelves should be about eight inches <sup>8</sup> deep and not over a yard long; longer than this makes





libility to say. If the library contains some books that must be under lock, secure a book case with glass doors. When the wall space is limited and the room sufficiently wide, short double-faced stacks may be used. In placing book stacks, care must always be taken not to interfere with the lighting and discipline of the room. If the double stack is used projecting from the wall, at least a four-foot lane should be allowed between stacks.

Besides a card catalog and shelves the reading room of the library should contain a desk or table for the librarian, sufficient chairs to accommodate the percentage of the enrollment who will use the library at the same time, a magazine rack, bulletin boards and a charging desk.

The minimum essentials of equipment have been given. However, statuary, potted plants, rare editions of books should be added whenever possible. Congenial surroundings have an influence in attracting pupils to the library.

THE RELATIONSHIP BETWEEN THE HIGH SCHOOL LIBRARY AND THE PUBLIC LIBRARY: One pleasing thing which came from the questionnaire in Part I was the indisputable evidence of cooperation between the high school library and the public library. In Pittsburgh and Chicago, Boards of Education have made all high school libraries a part of the public library and under the joint control of the Board of Education and the Library Board. Oregon state superintendent, Mr. J.A. Churchill says, "The high school library is never a problem when administered by the public library system". A large part of the literature on the subject of the high school library is a report on specific instances of cooperation between the two organizations. The following ways are frequently mentioned:





(1) Collections of books are lent to the high school library, (2) the city librarian assists high school pupils in finding particular references or to prepare a bibliography, (3) the city librarian gives training to high school pupils in the use of the library, either individually or in classes; (4) the high school library is a part of the city library, or at least under the control of the public library. Ayres, in the Cleveland Survey, shows a good example of cooperation between the public and the school library.

ORGANIZATION OF THE SCHOOL LIBRARY: Directions as to cataloging, accessioning, charging, rules for borrowers, binding and sending, etc., are found in most state manuals, particularly in the Minnesota, Tennessee, and in Part 1 of the Oregon state high school lists. The adoption of the Dewey system of classification mentioned in the Bulletin issued by the Federal Bureau of Education in 1917, "Library Books for the High Schools", compiled by Martha Wilson, should be adopted by all high schools. Almost any state manual will be sent upon request. The best books now available for high school librarians who have had no training are Elsie Hitchler's "Cataloging for Small Libraries" and Ward's "High School Library". These books are published by the A.L.A. Publishing Board, 79 East Washington Street, Chicago, Illinois. Also the chapter on "Selection of Books" by Faye and Eaton in their book "The Use of Books and Libraries" is valuable. Further aid may be found in the bibliography.

PROFESSIONAL TRAINING IN LIBRARY WORK: In a previous paragraph books were suggested for the high school librarian who has had little or no professional training. As to the amount of professional training of Illinois high school librarians our questionnaire indicates: in schools of Group IV, 37% of the schools reporting had



some one in charge of the high school library who had no professional training whatever in library work; in Group III, 55% had no training; in Group II, 80%, and in Group I, 80% were without library training. These figures speak for themselves; no comment is necessary. In the writer's estimation, the statistics in regard to the professional training of the high school librarian is the best brief summary which could be given on the high school libraries of Illinois.

The high school librarian should always have professional library training from sources acceptable to the American Library Association. No one should be allowed to take charge of a high school library with less than eight weeks' training in a professional library school, or in lieu of that, a year's successful experience in a well-organized high school library of at least 2000 volumes or over. In addition to this professional training, all high school librarians should have the general educational and personal qualifications demanded for high school teachers in the state of Illinois. The Oregon and Texas state departments of education recommended that in any school employing at least ten teachers, the tenth teacher should be a full-time librarian who has graduated from a standard two-year library school. This is a very ambitious program and could probably not be clearly within the possibilities in most states. However, it does seem feasible to require this in all schools in the state of Illinois enrolling over eight hundred pupils. In schools a little smaller - those enrolling between five hundred and eight hundred pupils - graduation from a one-year professional library course should be required. Schools enrolling between five hundred and two hundred fifty pupils should require some one in charge of the high school library who has had at least





eighteen weeks' training in a recognized library school, or a year's experience in a large well-organized public library. In the smallest high schools having less than two hundred fifty pupils in attendance, the teacher in charge of the library should have at least eight weeks' training in a professional library school.

**COURSES OF STUDY FOR PUPILS IN THE USE OF THE LIBRARY:** In outlining the work pupils are expected to cover in learning the correct use of the school library no provision has been made for a minimum length of time in weeks or hours per semester. The whole purpose of the course suggested is to teach the use of books and the library intelligently. The time is not the important factor.

This suggested course is not necessarily to be a new "subject" in school. It can easily be given as a part of the work in English or social science. However, if it is impossible to secure a trained librarian to give these lessons, they should, at least, be under the supervision of a professional librarian. After the seventh grade, most of these lessons should be given in the school or public library.

#### Seventh Grade

The construction of a book (actual dissection of a book before the class explaining the uses and construction of the various parts.)  
 How to care for books properly  
 How to use the elementary dictionary  
 The use of an elementary encyclopedia  
 The use of maps and atlases  
 The card index and its uses

#### Eighth Grade

Study of the organization of a book - the significance and use of the preface, table of contents, index, appendix, bibliography  
 The evolution of the library  
 The present public library and its importance  
 The organization of the library  
 Methods of Classification. (Dewey Decimal system)





The public libraries, their aims and use  
Publications of the national and state governments

### Ninth Grade

Methods of testing the reliability of a book  
How to select periodicals and preserve them for future use  
How to organize and equip an individual library  
The use of the unabridged dictionary and encyclopedia  
The preparation of short and single bibliographies

### Tenth Grade

The preparation of an extended bibliography  
How to use Poole's index and the Reader's guide.  
Method of selecting books which bear on the subject being investigated  
The A.L.A. lists and publications of the various departments of other states and the federal government  
Investigating the contents of the bibliography, what not to include in taking notes

## FINAL SUMMARY OF SUGGESTIONS FOR ILLINOIS HIGH SCHOOL LIBRARIES

1. Scientific selection of books for the high school library, properly classified, and a high school library in every high school.

2. Every teacher writing for a first-grade certificate or better, to pass an examination on the use, care and administration of a school library. If certificate is granted on the basis of college work done, credit for three semester hours in library administration required.

3. No school library not under the administration of some one having at least sixteen weeks in some standard library school, in addition to the other academic and professional requirements set by the North Central Association of Colleges and Secondary Schools.

4. Regular and continuous appropriations for the high school library by boards of education.

5. Courses in library instruction given in each year of the high school.

6. A state high school librarian having general supervision of all high school libraries.

If the writer was required to confine himself to one single suggestion it would be this: Let the state Department of Education in Illinois work out and put in practice a system of organization for



high school libraries, somewhat similar to that in Wisconsin, New York or Oregon but adapted to our particular needs.





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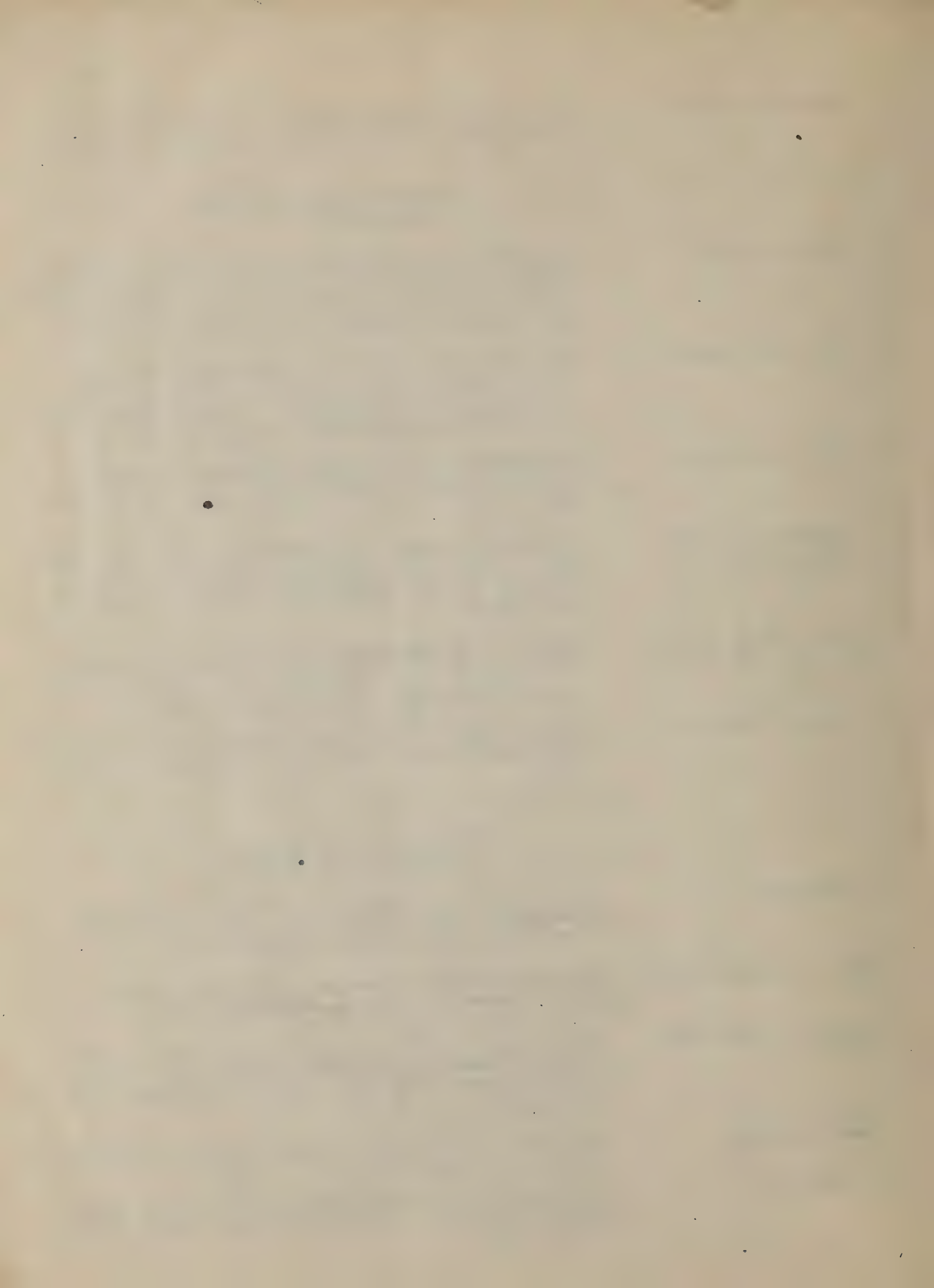
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